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Ontario Department of Education

The Courses in History, Geography, Grammar and Arithmetic

for the

Junior High School Entrance Examination

REVISED

1919

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INTRODUCTORY NOTE

The Department has under way the alteration and revision of the text-books in Grammar, Geography, History and Arithmetic. In the meanwhile, and until it is possible to issue these books, the following suggestions for teaching the course in Form IV are given especially with a view to the requirements of the Junior High School Entrance examination. The suggestions are made to guide teachers in presenting the course in as interesting and attractive a way as possible to prevent the unnecessary burdening of the minds of the pupils with masses of unrelated facts.

The Minister desires to take advantage of the opportunity which the issue of this Circular presents to impress upon the teachers of the Province the importance of laying stress upon the fundamentals—Reading, Writing, Practical Arithmetic, and Spelling.

The most essential and most valuable part of a child's education in the elementary schools must always be the cultivation of his power to read with ease, intelligence and expression. It is upon this power that all his subsequent progress will necessarily depend. The ability to read well, not only opens to the child the store-house of learning, but also gives him the power of distinct and forcible expression; and these two factors enter largely into his efficiency as a citizen. Correct pronunciation and distinct enunciation ought to receive most careful attention.

Hardly less important than the power to read well is the power to write legibly, not only for the training of hand and eye, but also as an element in business success.

It is hoped that the suggestions for lightening the courses made in this Circular will afford more time for emphasizing the fundamentals of education as set forth above.

The Course in History

FOR THE

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION

In view of the reinstatement of History as the subject of one of the papers set by the Department for the Junior High School Entrance Examination, the periods and topics specified below have been substituted for the more comprehensive topics of the course of study prescribed in 1914 for the Junior and Senior grades of Form IV, and the references to the sections of the text-books at present authorized, which are appended to each period, still further limit the course. It is, however, expected that, to secure the desirable continuity of the narrative, the teacher will make briefly any necessary connections between related topics, and that he will defer some of the more difficult parts of the Canadian History until he reviews this subject in the Senior grade. But it is of prime importance that the teacher should avoid confusing the pupil with details that are not essential at this stage. The important facts, for example, to be brought out in dealing with the Wars of the Roses are that this was a struggle between two royal houses for the kingship, that these houses chose red and white roses as their emblems, that the middle and lower classes in England had little to do with the conflict, and that the commerce and the progress of the country were scarcely interrupted; the results of the Wars should also be dealt with, but the details of the battles and of the varying fortunes of the combatants should not be taken up. Again, pupils should learn how the theory of the "divine right of kings" led Charles I to try to rule absolutely, ignoring the rights of the people and of Parliament, how the people rose against this tyranny, and how the struggle ended, without, however, memorizing either the names or the immediate results of unimportant battles. Nor should any but the most important dates be memorized. Dates serve the purpose of locating events in time and assist in determining their sequence. In Form IV, however, only events of prime importance should be so emphasized. For the teacher's guidance a minimum of chronology has, accordingly, been included in the list of topics, and the pupil will be expected to be able to refer each topic to its proper period and to know the limiting dates of the periods and the dates specified in the list.

As stated in the Regulations, the purpose of the courses for the Public and Separate Schools is to enable the teacher to train his pupils to become efficient members of society; and, as is also stated in the Regulations, the special function of the course in History is to arouse in the pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, to stimulate a love of higher ideals of conduct, and to enable them, so far as is practicable at this stage, to appreciate simple relations of cause and effect.

To realize these aims, two objects must be constantly kept in mind—as has been pointed out above, not to burden the pupils with non-essential facts, and to teach in such a way as to arouse and sustain a genuine interest in History. Obviously, the text-books now authorized for Forms IV and V contain more details than it is advisable to teach in Form IV. Pending the preparation of a special text-book for this Form, the most important sections of the present text-books are, accordingly, indicated in connection with the appended topics; and, while the teacher should use his own judgment in the selection of supplementary additions.

he will be expected to emphasize and, where necessary for interest, to expand the important parts of the sections so indicated. Probably, however, the most serious defect in the teaching of History is the use of dry notes which the pupils are obliged to memorize; a dislike for History inevitably follows. Children naturally take greater interest in biographical sketches of historical characters and in descriptive accounts of events and of the progress of the people than in names of kings and battles with their respective dates, and summaries of various kinds. Each lesson should, accordingly, be vividly presented and interspersed with stimulating questions. Pictures should be used; blackboard sketches are valuable; maps and the oral method of teaching are essential. It is also expected that, when in the list of topics an event or the name of a personage is included, such details shall be given as will establish its historical importance, with such illustrative anecdotes, descriptions, etc., as will make the story a live and interesting one.

In addition to the vital topic of the rights and duties of citizenship there are a few other topics that should be especially emphasized: The inculcation of patriotism should be kept constantly in view, and the symbolism of the Flag should be sympathetically dealt with. Nor should the teacher fail to emphasize the extent, power, and responsibilities of the British Empire, its contributions to the highest form of civilization, the achievements of its statesmen and its generals, and the increasingly important place Canada holds amongst the Overseas Dominions. As a matter of moral training, pupils should also be led to form for themselves estimates of an historical personage from his actions and his sentiments; they should not be provided with a ready-made analysis of his character.

As already stated the examination will be based on the periods and topics prescribed below for both grades of Form IV, and the Departmental examiner and the High School Entrance Board will assume that the candidates have been trained in accordance with the foregoing directions.

JUNIOR GRADE, FORM IV CANADIAN HISTORY

I. The Indians.

The various tribes and where they were situated.

The life they led in peace and in war.

Disposition and character, etc., etc.

[§§1, 2, 3.]

II. The Discoverers.

The discovery of America (1492), Columbus.

The Cabots.

Cartier.

[§§4, 5, 6, 7; 9; 12, 13, 14.]

III. Canada under the French Kings (1535-1760).

Champlain and the founding of Quebec (1608).

The explorers and missionaries.

Wars with the Indians and the English colonies.

France's system of government and why it failed.

[§§18, 20, 21, 22, 24, 28; 23, 37, 38, 39, 40, 73; 50, 51, 52, 53, 57, 58; 62, 63, 64, 65, 69; 70, 75.]

IV. The British Conquest.

(a) The taking of Quebec (1759), William Pitt, Wolfe, and Montcalm.

Great Britain's generous terms for the French.

Revolt of the English colonies.

American armies defeated in Canada.

(b) Migration of the Loyalists.

1791. Creation of Upper and Lower Canada.

Guy Carleton (Lord Dorchester).

Pioneer life in Upper Canada, Simcoe.

Explorers: Sir Alexander Mackenzie, and others.

[§§103, 107, 112, 113, 116; 119, 122, 124, 125, 126, 127, 128, 129, 130, 134, 135, 136, 137, 138; 144.]

V. The War of 1812.

Its causes and the attitude of Canada.

Brock, Tecumseh, Harvey, Laura Secord, Salisbury.

The principal battles on land and sea.

Canada at the close of the war.

[§§146, 147, 148, 149, 150, 151.]

VI. How the Dominion came to be formed.

Political Agitation, Lyon Mackenzie, Papineau.

Triumph of Responsible Government.

Movement for Union of the Provinces.

Howe, Brown, Cartier, McDougall, Mowatt, Macdonald, Tupper, Tilley.

[§§154, 158, 159, 160, 161, 162, 163, 164, 165, 167; 182, 183, 184, 186, 187, 188.]

VII. The Development of the Dominion.

Extension of Canada to the Pacific.

Railway building.

North-West Territories organized.

[§§189, 190, 191, 192, 193; 196; 200, 201, 202, 203, 204, 205.]

VIII. Canada in the Boer war.

[§216.]

IX. Canada's part in the Great War.

See pp. 7-12, Canada's Part in the Present War; and pp. 15-27, Annals of Valour.

X. Civics : The Rights and Duties of Citizenship.

[§§225, 226, 227, 228, 230, 231, 232.]

It will be observed that the course in Canadian History is classified under ten divisions, each of which is definitely related to the division preceding and following.

The first division of the history forms a natural and interesting introduction by bringing upon the scene the aboriginal races of the country.

This is followed naturally by a description of the work of those early discoverers who brought these strange and interesting races to the knowledge of Europeans, and especially of the voyages of the great French explorer Cartier.

Then follows a discussion of Canada under the French kings, dealing particularly with the origin of French influence through the pioneer work of Champlain and of the earlier explorers and missionaries, together with a description of the struggles of the French colonists to establish themselves in the midst of unceasing wars with the Indians and the increasing pressure of the English colonies, and concluding with the history of the collapse of the French system.

Division 4 (a) opens with the final triumph of the British and the reconstruction planned to effect a harmonious union between the two great races, French and English, and concludes with the story of the American incursions which led to the further fusion in sentiment of the two races through the baptism of fire and blood.

Division 4 (b) deals with the conditions set up in Canada by the migration of the United Empire Loyalists and with further attempts to effect the adjustments between the two races.

Division 5, dealing with the war of 1812, is the story of the aftermath of the revolutionary struggle brought about on the one hand by the failure of the British to understand their new historical relation with the new republic, and on the other by the growing ambition of the United States to control the destinies of the North American continent.

The war of 1812 had brought home to Canadians the necessity of reconstruction. The distresses it had entailed brought on the usual period of unrest and discontent with the demand for a more representative and democratic form of government; and accordingly Division 6 deals with the solution of the problems raised by the war through the triumph of responsible government and the inauguration of the Dominion.

Division 7 deals with the development of the Dominion.

Division 8 shows how the Dominion, already conscious of a national birth-right and yet devotedly attached to the Empire which had guarded and fostered its growth, joined its forces to those of the mother country in the struggle for the consolidation of the confines of Empire.

Division 9 shows Canada participating as an honored ally of the Empire in the great struggle for human liberty.

The last Division constitutes a *resumé*, setting forth the rights and duties of citizens, and is founded directly upon the history of the development of the state itself.

In presenting the subject to his pupils, the teacher should constantly have in mind the entire series of related steps over which the child will have to travel in order to reach an understanding of present conditions as founded on the history of the past. His most difficult task will be to preserve a due perspective in the composition from day to day of the picture of history, remembering always that it is a picture, and that it must preserve, as it proceeds from day to day, a due unity in its design.

No teaching of history which fails to keep in view the end and final purpose of the teaching from the beginning or which allows the pictures of the past to be submerged under a mass of subsequent details can ever be successful.

SENIOR GRADE, FORM IV

BRITISH HISTORY

The Early History of England (43-1272): The early Britons; the Roman Invasions (43); Julius Cæsar, Boadicea, Caradoc; the Saxon Invasions; the introduction of Christianity; the Danish Invasions; Alfred the Great, Canute; the Norman Conquest; the battle of Hastings (1066); the Feudal System; the Crusades; the Great Charter (1215).

[§§1, 2, 3, 4, 5, 6, 7, 8, 9, 10; 11; 14; 17; 18; 20; 25; 27; 30; 36; 62, 63.]

The New England (1272-1485): The beginning of the House of Commons; the conquest of Wales; the battles of Crecy and Agincourt; Joan of Arc; Chaucer; the Wars of the Roses; Caxton.

[§§73; 74; 82, 99, 100; 89; 102, 103, 108; 105.]

The New Monarchy (1485-1603): Commerce and exploration; the Reformation; the Spanish Armada; Drake, Hawkins, Gilbert, Raleigh, Shakespeare.

[§§112; 118; 140, 142, 144, 151.]

The Struggle for Parliamentary Government (1603-1688): The union of the Crowns of England and Scotland (1603); the first Union Jack; the "divine right of kings"; the planting of colonies; the Petition of Right (1628); the Civil War; the Commonwealth; Puritanism; Milton; the Restoration; the Habeas Corpus Act (1679); the "bloodless" Revolution of 1688; the Bill of Rights (1689).

[§§152; 155; 158; 163; 168; 171; 175, 176; 178; 188; 195; 196, 197.]

The Beginnings of Popular Government (1688-1714): Annual sessions of Parliament; the rise of Party government; the Act of Settlement (1701); the union of the Parliaments of England and Scotland (1707).

[§§197; 199; 204; 208.]

The Beginnings of Empire (1714-1837): Walpole, the first prime minister; Pitt, Earl of Chatham; territorial expansion in India; Clive; John Wesley; the American Revolutionary War (1776-1783); William Pitt, the younger; the acquisition of Australia; the union of the Parliaments of Great Britain and Ireland (1800); the new Union Jack; the struggle with Napoleon; Nelson, Wellington; the Reform Bill of 1832; Wilberforce, Goldsmith, Sir Walter Scott, Wordsworth.

[§§213, 217; 222; 223; 225; 232; 235; 283; 241; 239; 251; 243.]

The Development of the British Empire (1837-): Victoria, "the Good"; the repeal of the Corn Laws (1846); the Crimean War; Florence Nightingale; the Indian Mutiny; the Boer War; Disraeli, Gladstone; Edward VII, the "Peace-Maker"; George V, of Windsor; the unity of the British Empire; the growing importance of the colonies; Dickens, Tennyson; material and social progress.

[§§255, 274, 275; 259; 260; 261; 266; 267; 276, 279; 280; 281; 282, 283, 284, 285, 286, 287, 288, 289; 273; 237, 252, 253, 269, 272.]

Civics and Current History: As part of the course in British History the teacher will describe briefly the constitution of the Imperial Parliament and will continue the discussion of civics and of current history begun in the Junior grade.

[§§292, 293, 294, 295.]

BOOKS OF REFERENCE

In the following special lists of books of reference additional assistance is offered to teachers of History. The first list contains books dealing with the methodology and the content of the subject; the second, histories which have been written especially for children and which, accordingly, may suggest to the teacher interesting modes of presentation; these histories should also be provided in the school libraries as supplementary reading for the pupils.

LIST I

Ontario Teachers' Manual on History	19c.
The Department of Education.	
Visual Aids in the Teaching of History. W. E. Macpherson.....	Free
The Department of Education.	
History in the Elementary School. Kendall and Striker.....	75c.
Houghton, Mifflin Company, Boston. Canadian Agents, Oxford University Press, Toronto.	
Our Government. M. M. Stevenson.....	60c.
Geo. J. McLeod, Toronto.	
The Jubilee of Confederation	Free
The Department of Education.	
Canada's Part in the Present War	Free
The Department of Education.	
The War and the Schools	Free
The Department of Education.	
Annals of Valor	Free
The Department of Education.	

LIST II

Pictures from Canadian History. K. L. Macpherson.....	50c.
Renouf Publishing Co., Montreal.	
Brief Biographies. J. O. Miller.....	35c.
The Copp Clark Co., Toronto.	
Our Island Story	\$2.75
Nelson and Sons, Toronto.	
Child's History of England. Dickens	60c.
The Methodist Book Room, Toronto.	
Piers Plowman Histories.....No. 4, 60c.; No. 5, 65c.; No. 6, 75c.; No. 7, 75c.	
Renouf Publishing Co., Montreal.	
Little Arthur's History of England. Callcott	1s. 6d.
John Murray, England. Canadian Agents, Oxford University Press, Toronto.	

Young Folks' History of England	\$1.35
Lothrop, Lee & Shepard, Boston.	
School History of England. Isa Craig-Knox	45c.
Cassell & Co., London, England. Canadian Agents, Cassell & Co., Toronto.	
Chambers' History of England (New Scheme Readers) Books 5 and 6, each	1s. 6d.
W. & R. Chambers, Edinburgh, Scotland.	
The English History Story Book	50c.
Little, Brown & Co., Boston.	
Easy Stories of English History. E. M. Wilmot-Buxton	1s. 6d.
Methuen & Co., London, England.	
Black's History Pictures. A. & C. Black. 6 vols.each	40c.
Canadian Agents, The Macmillan Company, Toronto.	

NOTE.—The Story of the British People, now out of print, but formerly recommended as a Reader for pupils of Form III, should be used, when available, as a Supplementary Reader in History for the pupils of Form IV also; the Manual on History and the pamphlets published by the Department have already been supplied to the schools.

THE COURSE IN GEOGRAPHY

The requirements for the Junior High School Entrance examination in Geography will call for a less detailed study than hitherto of the physical Geography of Part I of the authorized text-book and will emphasize simple phenomena and their general effects rather than exact scientific explanations of such phenomena. This will apply particularly to such topics as the following: The seasons, winds, tides, ocean currents, earth-building, mountain structure, eclipses, phases of the moon, etc. Certain of these topics will be best treated as they arise in the discussion of the physical features, temperature, climate and productions of the different countries.

Teachers are advised in dealing with the geography of the world to lay special emphasis on those parts closely associated with the British Empire and to avoid burdening the memories of the pupils with long lists of meaningless names. Special attention will as heretofore be given to the Dominion of Canada.

THE COURSE IN GRAMMAR

The course in Grammar as set forth on page 50 of the Public and Separate Schools Regulations is unchanged, but in order to make clear the requirements for the Junior High School Entrance examination it is necessary to state that Part V "Special Constructions" forms no part of this course. The teacher should, however, in reviewing the lessons on case take up the use of appositives and the distinction between the direct and indirect object. As already announced, "Easy Parsing" is omitted, and at future Junior High School Entrance examinations emphasis will be placed upon the application of the principles of correct speech to Composition.

THE COURSE IN ARITHMETIC

In Arithmetic, while the course for Form IV will remain as outlined in the present Regulations, teachers are advised that complicated problems should be rigorously avoided. Stress should be laid upon oral work, and pupils should be practised in working rapidly and accurately only such problems and exercises as are found to have a practical value. The labored grind upon long mechanical exercises in the elementary rules, compound rules, complex and decimal fractions, should be discontinued.

HOMEWORK.

The homework assigned to pupils in the public schools is sometimes too great in amount and too difficult in character. These pupils are at a period in their lives when nature's energies are largely needed for physical development. There must be time for rest and recreation.

Judgment and experience are required to adjust the work to the strength and the capacity of pupils and to select such exercises as will justify the time spent upon them.

The point at which homework may properly be begun will differ with the age, the physical strength and the home environment of the pupils; but it may be taken as a general rule that homework, in the strict sense of that term, should not be begun before the Jr. III Grade is reached. Before this time, however, the little ones will be glad to have occasional short exercises to do at home in imitation of their elder brothers and sisters. These exercises will bring the school and home into closer touch, and will indicate to the parents the progress of their children at school. Short interesting exercises worked out in the appreciative atmosphere of the home will give the child a pride in his school work and will lead easily to the more serious tasks required in the III and IV Forms.

In general terms, the home exercises of the senior pupils should consist mainly of interesting reading, a moderate amount of memory work and simple applications of principles already taught, together with written exercises in language.

Supervised work in the class room may well be substituted for many of the exercises that pupils are at present required to do at home. This form of work will produce better results in bringing backward pupils up to the standard and will give bright pupils the opportunity of working up to the limit of their ability.

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